**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  2nd Grade | | | **Date(s)**:  Task 3 Lesson 2 |
| **Unit Title:**  Unit 1- Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the values of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Place-value blocks | | **Student:**   * Premade cups * Math Notebooks * Expanded Form worksheet | | | hundreds, tens, ones, expanded form, standard form, value | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. | | | | | |
| **I Can Statement(s):**  I can use expanded form to read and write numbers to 1,000. | | | | | |
| **Activating Strategy/Hook:** (10 min) (How will students become cognitively engaged and focused?)  Teacher will display place value blocks. Students will identify and write the word form and standard form for each number. | | | | | |
| **Teacher Directed:** (15 mins)  Teacher will write a three-digit number on the board in standard form, 376, and ask students if they can show this number in another way. Our hope is that students will mention both word form and place value blocks. Teacher will then model how the place value blocks each have their own value which can be displayed in expanded form, 300 + 70 + 6. Teacher will continue to model as needed. | | | | | |
| **Guided Practice:** (30 mins)  place value manipulative.jpg  Teacher will call out and write a number in standard form; students will use their cups to “make” their number in expanded form. Repeat as needed making sure to include zeros in both the tens and ones place.  Students will then work in pairs with one student showing the expanded form while the other writes the standard form in their notebook. Students can take turns showing and making numbers. | | | | | |
| **Independent Practice:** (30 mins)  Students will complete Expanded Form worksheet showing their ability to write expanded numbers in standard form and write standard numbers in expanded form. | | | | | |
| **Closing/Summarizing Strategy:** (5 mins)  Teacher will call out a three-digit number and students will tell the expanded form. This will continue until each student has given one answer. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Guided Practice- teacher can give these students a 4th cup to include the thousands place. | | | * Guided Practice- students will be given a place value graphic organizer to help line up their numbers. | | | * Guided Practice- students will be given a place value graphic organizer to help line up their numbers. * Pre-teach vocabulary words * Include number words, vocabulary words, and place value chart in students' personal dictionaries. |
| **Assessment(s):**  none | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |